COMMANDERS DIGEST

VOL. 15, NO. 8/FEBRUARY 21, 1974

DEPARTMENT OF DEFENSE HUMAN GOALS

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"The Department of Defense Human Goals charter—the "Magna Carta" of all U.S. Service members' opportunities and aspirations—is one of the most important achievements during my tenure in office," former Secretary of Defense Melvin R. Laird stated more than a year ago.

The Human Goals doctrine, originally promulgated on August 18, 1969, has served as the Department of Defense's charter insuring the individual dignity and worth of every Service member and civilian employee, regardless of rank or grade.

Since the doctrine was first developed, all succeeding Secretaries of Defense have continuously pointed out that the Defense Department's greatest single asset is its people. The doctrine says that everything should be done to understand their problems and to appreciate the dedication that they have, not only to the Department of Defense, but also to the national security interest of our country.

The Human Goals charter guarantees an opportunity for every member of the Department of Defense to rise to as high a level of responsibility as possible, and insures that DoD will be a model of equal opportunity regardless of race, sex, creed, or national origin. It also assures help to each Service member leaving the Armed Forces to readjust to civilian life, and sets a policy of contributing to society's improvement, including its disadvantaged members, by greater utilization of our human and physical resources while maintaining full effectiveness in the performance of our primary mission.

Other key elements of the dynamic doctrine aim at attracting to the Department of Defense individuals with ability, dedication, and capacity for growth, and providing for holding those who do business with the Department of Defense to full compliance with the policy of equal employment opportunity.

One of the changes of the future concerns a fuller role for women, both in terms of increasing numbers and in ever-expanding occupations open to them.

The increasing importance of women in the Armed Forces, the significant individual capabilities of all Service members, and the importance of aiding both men and women separating from the Services are important changes to the Department of Defense's newly-revised Human Goals.

The Human Goals Program of the Secretary of Defense is reaching into all the Services and is having a great deal of success. I find that the Armed Services offer opportunities for minorities that are not yet met in the civilian community. I find, too, that we are making great strides in providing opportunities for advancement to our Department of Defense civilian employees —though I would hope to see even wider opportunities at the executive level for our minorities. In this respect, we cannot, of course, fail to include in our program for equal opportunity a full share of participation by women —both in our civilian force and in the Services. I assure you that we will work to insure equal opportunity to those who would enter government service with the Department of Defense and the opportunity for upward mobility to those who are serving within the Department.

H. MINTON FRANCIS
Deputy Assistant Secretary of Defense (Equal Opportunity)

NAVY HUMAN GOALS PLAN

By
Rear Admiral Charles F. Rauch, USN
Assistant Chief of Naval Personnel for Human Goals
Assistant Deputy Chief of Naval Operations (Human Goals)

The "Navy Human Goals Plan," in development over the past few years, outlines the organizational setup and overall objectives of the Navy's wide-ranging Human Goals programs.

Essentially, the Human Goals credo recognizes that the defense of the Nation requires a well-trained force. To provide such a force, careers must be attractive. Members of the Navy must feel real pride not only in themselves, but also in their uniform and their profession.

To this end Human Goals in the Navy has many facets:

- First of all good people must be attracted and retained.
- Once in the Service, an individual's desire for advancement, promotion and job satisfaction must be satisfied.
- All must share equal opportunity.
- Those leaving the Service must be helped in their adjustment to civilian life.
- Most importantly, these are not only organizational requirements but leadership responsibilities as well.

Paralleling the goals of the DoD credo are the Navy's own Human Goals Objectives for 1973. These call for:

- Enforcement of order and discipline in a changing social environment.
- Creation of a working climate without discrimination.
- Complete involvement of the "middle-managers" from petty officers on up through the officer ranks in chain of command responsibilities.
- Improved professionalism and more efficient human resource management.

Human resource management to the uninformed means each individual makes the most of his potential. From the standpoint of management, the achievement of that potential takes good leadership.

The Navy Human Goals Plan covers five specific areas:

- Human Resource Management, which includes organizational development and management, overseas diplomacy, race relations, and drug and alcohol education.
- Equal Opportunity/Race Relations Education.
- Drug and Alcohol Abuse Prevention.
- Career Motivation.

Human Resource Management incorporates all of the programs that promote "command excellence" throughout the Navy. Human Resource Management Centers (HRMCs) and Detachments (HRMDs) have been established throughout the world at major Navy installations. They support activities in four main areas—race relations education, organizational development and management, overseas diplomacy, and drug and alcohol education.

The organizational development and management portion of the Human Resource Management Program serves as a basis for many of the other programs since effective management is the key to many solutions. Improved leadership and management techniques often result in less incidences of drug and alcohol abuse as well as a lessening of racial discrimination. Therefore, the concepts of organizational development and management serve as the foundation upon which the training of specialists in other programs are based.

Organizational development and management provides the commanding officer with the assistance of trained specialists in organizational development to help him increase the overall performance of his personnel toward mission accomplishment. Most commanding officers have a good feel for their problem areas and because their time is very important and methodology used in the organizational development and management has shifted to a more responsive mode. Emphasis is now placed on the diagnosis of problems and the development of a command action plan.

The analysis is conducted through use of the Human Resource Management (HRM) Cycle. Simply stated, the HRM Cycle consists of three phases. The first is a preliminary survey and is conducted by human resource management consultants to determine areas in which the commanding officer may desire assistance. The second phase is a five day period in which consultants help the commanding officer to assess the current HRM programs, provide workshops as desired by the commanding officer and develop a command action plan. The final phase is a six month follow up visit during which the command action plan is reviewed, and a determination is made by the command as to whether additional HRM periods are needed.

Race relations education confronts the human issues of individual and "systemic racism"—the latter term meaning the inappropriate use of personal and organizational power. Here rests the responsibility for designing and testing, implementing and evaluating educational programs, and the important job of training teachers. Race relations is essentially an emotional issue, and requires skilled and experienced trainers, called Race Relations Education Specialists.

NAVOP 126/72 established overseas diplomacy as a Navy mission element.

The Overseas Diplomacy Program supports this mission element and the Navy's Human Goals. Human resource specialists located overseas are specially trained to assist Navy personnel and their families in coping with problems arising from living in a foreign nation. They also provide assistance and policy guidance to commands in such

areas as port visit procedures, overseas liberty and leave, shore patrol, community relations programs, international protocol and ship and base visits.

The Drug and Alcohol Education Program seeks to assist all personnel in making responsible personal decisions concerning their use of drugs and alcohol. It also assists commands in identifying the pressures and opportunities which may make drug use an attractive way to meet personal needs. The program also provides the resources and training essential to the development of command action programs aimed at enhancing positive alternatives to drug and alcohol abuse.

Phase I implementation emphasizes factual information and increased understanding of drug and alcohol issues. This phase is essentially completed for all active duty units. Implementation of programs for specialized naval communities, such as Naval Reserve Officers Training Corps (NROTC), Recruiting Command and the Naval Reserve is ongoing.

Phase II of the program emphasizes command development action programs for improving personal decision-making and management skills. These action programs, when fully developed, will complement the Human Goals Program and contribute to the overall effort to better utilize human resources in the Navy.

As a result of the work of Admiral Zumwalt's Advisory Committee on Race Relations, a charter was issued by the Chief of Naval Operations in March, 1971, setting forth all the administrative and personnel power to bring about equal opportunity and treatment in the Navy.

The charter outlines five basic goals for achieving equitable treatment for all individuals in the Navy by:

- Attracting, to the Navy, people with ability, regardless of race;
- Providing an opportunity for all in the Navy to reach the highest level of responsibility;
- Making the Department of the Navy a model of equal opportunity; and
- Participating with all segments of society in a more meaningful way.

To accomplish these goals the Navy has taken a number of actions:

A special assistant to the Secretary of the Navy and a flag officer—the Assistant Deputy Chief of Naval Operations (Human Goals)—are sponsoring and managing education programs. Equal opportunity officers have been assigned to major commands to plan, oversee and evaluate programs that support the Navy's equal opportunity goals. Equal opportunity assistants, both officer and enlisted, will be appointed by individual commanding officers to assist the Human Relations Councils in providing new methods for improving the awareness and understanding of human relations problems. The Human Relations Councils are composed of a cross-section of the racial groups at each command and they function as advisory units for the commanding officer on equal opportunity matters.

Communication is a necessity for career motivation and improvement of Navy life. To this end a Navy Ombudsman was created in the Bureau of Naval Personnel in 1970. The office is intended to deal with personal problems of officer and enlisted men and to secure command or departmental action to solve these problems within the chain of command. A further mission is to monitor service life conditions, provide rapid and definite answers to those with personal problems, and to get out the word on the Navy's many programs to help Navy personnel.

The Navy Drug Abuse Control Program (NDACP), established in 1971, recognized the social problem of drug abuse and the responsibility of the Navy for control and rehabilitation efforts.

The Navy's goal is to prevent and eliminate drug abuse by identifying Navy drug abusers and to restore to full duty those personnel who have the potential for further service.

The identification program works in three ways:

- Through the Exemption Program, offering exemption from disciplinary action for those personnel who voluntarily admit to a drug abuse offense and are sincere in seeking assistance.
- Through the urinalysis testing program.
- Through normal investigative procedures.

Identified drug abusers receive medical examinations at the nearest medical facility. Those requiring extensive rehabilitation are sent to a Navy Drug Rehabilitation Center (NDRC), either at Miramar, California, or Jacksonville, Florida.

Counseling and assistance centers (CAACs) provide a local rehabilitation-oriented facility to assist fleet and shore commands in the counseling of drug abusers who are not considered drug dependent or in need of intensive in-patient therapy.

A Navy drug abuse counselor school (NDACS) has also been established at each of the Naval Drug Rehabilitation Centers. The 60-day course is designed to train CAAC staff personnel in drug abuse counseling techniques, sociology, drug pharmacology, physiology, legal aspects of drug abuse, and the role of the Navy's CAACs in drug abuse control.

Local rehabilitation efforts are being conducted at the individual command level. For those individuals considered to be experimenters who are not in need of formal assistance through NDRCs or CAACs, the command uses available local resources—leadership, guidance, and spiritual and moral assistance—to assist the individual in effectively dealing with the reasons for his drug abuse.

The Navy's Alcoholism Prevention Program, as part of the Human Resource Development Program, was initiated to tackle the complex social problem of alcoholism. Alcoholism, unfortunately,

makes serious inroads into Navy career people. Of the men now being treated in Navy alcohol rehabilitation facilities, the average time in service is 11 years.

A two-pronged effort, the program is first directed at rehabilitation; identifying and treating the alcoholics so that he or she can return to productive service.

Secondly, a program of education provides Navy people the opportunity to make responsible decisions about drinking and also informs the Navy community of the dangers of alcoholism. The second goal is necessarily a long-range one, and while significant efforts have been made to bring about a needed change in some damaging traditional attitudes about alcohol, immediate attention is given to treating alcoholics.

The Alcohol Rehabilitation Center (ARC) concept, which evolved from a highly successful pilot program at Long Beach, California, has been started at four locations in the Continental United States. ARCs treat 60 to 75 patients at a time in an intensive six to eight week cycle of rehabilitation administered by doctors, psychologists and recovered alcoholic counselors.

In selected naval hospitals across the country, there are 14 Alcohol Rehabilitation Units (ARU) that can treat 10 to 12 patients at a time in about the same cycle as the ARCs.

A third resident treatment program has recently been started. The Alcohol Rehabilitation Drydock (ARD) is a resident command facility which can treat the alcoholic locally, close to his job and family and without the expense of being transferred to an ARC or ARU.

There is a network of over 1,000 recovered alcoholics who have offered their services in the Navy's local rehabilitation programs. This type of individual often provides the first step toward sobriety, and is the closing link in the Navy's rehabilitation program.

The goal of the education and training support section of the Human Goals Plan is to incorporate the plan's guidelines into the present naval education system. At key points of a career—recruit training, Officer Candidate School (OCS), NROTC, Service schools and the Naval War College, personnel receive instruction in the more sophisticated leadership skills of learning to identify behaviorial attitudes, having insight into personal values and developing a cultural awareness.

The complexity of human problems is similar to the complexity of weapons systems, navigation or nuclear physics. With this in mind, the Navy Human Goals Personnel, Training, Manpower Research and Evaluation Plan was initiated. Its objective is to research, test and evaluate Human Goals programs.

After World War II, rapid advances were made in two opposite sciences-behavioral science and technology. Modern methods of research and evaluation were a major factor in advancement in these two areas. Now the Navy is putting its research techniques to work on equal opportunity, drug and alcohol abuse control, intercultural relations, career motivation, and many other people-oriented programs.

It is to this end that the Office of Naval Research and the Naval Personnel Research and Development Center (NPRDC) in San Diego, California, have turned some of their efforts. In the past, most evaluation by these agencies has been in support of schools and training programs. The Human Goals programs that have become a permanent part of the naval organization represent a significant departure from the traditional concepts of evaluation, and because of this it has been necessary to draw from civilian sources for expertise. It is anticipated that, as these programs become firmly established, NPRDC will become deeply involved in the evaluation efforts.

The Assistant Chief of Naval Personnel for Human Goals (Pers-6) is at the center of this research and evaluation. His specific job is to develop performance criteria that can assess effectiveness of a command's Human Goals program, develop a data collection system based on these criteria and translate research findings into policy that meaningfully addresses the Human Goals objectives.

Four Waves serving on board the Navy Hospital Ship USS Sanctuary make preparation for going ashore (photo far left). Rear Admiral Charles F. Rauch heads the Navy's Human Goals Plan as Assistant Chief of Naval Personnel for Human Goals and Assistant Deputy Chief of Naval Operations (Human Goals).

AIR FORCE SOCIAL ACTIONS PROGRAM

By
Brig. Gen. Lucius Theus, USAF
Special Assistant for Social Actions

In the Air Force, Human Goals are established to make the Air Force a model of equitable, fair treatment for all of its people. These goals carry the highest priority. The primary vehicle through which Air Force commanders achieve Human Goals is the Air Force Social Actions Program. The elements of Social Actions are equal opportunity and treatment, race relations education and drug and alcohol abuse control.

Each of these activities makes its own unique contribution to the achievement of Human Goals in the Air Force. Taken as a whole, the Social Actions Program is a structured approach insuring military effectiveness through the professional management of people-related problems.

Equal Opportunity and Treatment

The thrust of the equal opportunity effort in the Air Force was succinctly defined by Dr. John McLucas, Secretary of the Air Force, in his Memorandum For All Air Force Personnel published on August 3, 1973. He said:

> "Upon the assumption of my new duties as Secretary of the Air Force, I wish to re-emphasize my wholehearted support of equal opportunity in the Air Force without regard to race, color, sex, religion, or national origin.
>
> I am committed to insuring that every man and woman in the Air Force has a worthwhile job that is both challenging and rewarding. In order to achieve this goal for our minorities and for our majorities, every level of command and supervision must be totally involved and must aggressively and continuously promote affirmative steps to improve the utilization of all our people.
>
> While we have made progress, it will take some very imaginative solutions to recruit and retain the force we need for the future. Our efforts must be directed toward further improvements in fostering equality in recruitment, career development, promotion, and in all other aspects of civilian and military personnel management.
>
> The attainment of these Human Goals for all Air Force personnel will have my continuing personal attention. I request your full cooperation."

The fundamental Air Force Human Goals policies is codified in Air Force Regulation 30-1, "Air Force Standards," as follows:

> "Commanders will conduct Air Force affairs without regard to race, color, religion, national origin or sex, consistent with physical capabilities of members. Discrimination—by act or by inference—against military personnel or their dependents on or off base will not be tolerated. Personnel who cannot practice this standard are not fit to command or supervise."

That standard is the benchmark for human relations in the Air Force. General George S. Brown, Air Force Chief of Staff, discussed this standard in his all major commands (ALMAJCOM) letter of September 14, 1973. He said:

> "I am deeply committed to the standard of equal opportunity and treatment. I expect this commitment to be shared and fully practiced by every man and woman in the Air Force. We must devote our efforts toward achieving the reality—not just the letter, but the spirit and intent of that standard."

To insure effective implementation of the policies, the Air Force has set in motion a new strategy involving commanders and key staff personnel at all levels. The nucleus of this effort is the Air Force Personnel Plan. Early in 1972, the management of the Equal Opportunity Program was incorporated into the personnel plan.

Goals were established in the five facets of the Personnel Life Cycle: procurement, education/training, utilization, sustainment, and separation/retirement. A special social actions annex to the personnel plan was developed. The annex requires full participation by the managers of all the personnel functions in achieving equal opportunity. In procurement, the personnel plan calls for concentrating on increasing the minority officer population.

To meet this requirement, Air Force Recruiting Service has intensified its efforts to attract minority officer candidates. Notable increases have occurred in the minority enrollment in the Air Force Academy and in the Reserve Officer Training Corps (ROTC).

In education/training, the personnel plan calls for equitable participation of minority personnel in technical schools and professional military education

Air Force Airman First Class Terri Reynolds checks aircraft on the runway at Andrews Air Force Base, Maryland, where she works in the control tower. The Air Force increased the number of women in uniform (other than medical corps) by more than 117 percent in the last five years.

courses. Personnel managers insure that criteria for selection into education/training programs are not racially/culturally biased, and that selection systems are fair and judicious. In utilization, the personnel plan directs equitable distribution of personnel through the total spectrum of Air Force jobs, technical and non-technical.

In sustainment, equal opportunity-related goals involve the following:

- Equity in promotions and regular augmentation;
- Fair administration of military justice; and
- Adequacy of base services in addressing the needs of minority and women personnel.

In separation and retirement, the personnel plan addresses administrative discharges and selective retention. Each functional manager in the personnel system now has a responsibility for achieving equal opportunity in his area of responsibility, and he is accountable for his achievement, or lack of it. To apply this management technique to the major command and base level equal opportunity activity, an Air Force Equal Opportunity Affirmative Actions Plan was implemented in September 1973. This affirmative actions plan is a supportive adjunct to the USAF Personnel Plan.

The affirmative actions plan is designed to identify every function on a base which has an equal opportunity/race relations impact and set in motion actions to achieve equal opportunity goals. For example, the recreation center manager is tasked to manage and report upon his efforts to insure that recreation services meet the needs of all Air Force personnel.

Commanders are kept aware of punitive statistics concerning administration and judicial punishments. Education services officers are held accountable to identify minority personnel eligible for precommissioning training and counsel them accordingly. Librarians, BX managers, and commissary managers all have similar tasks. The affirmative action plan is characterized by total involvement of all applicable staff elements. It embraces Human Goals in the full spectrum of the Air Force life.

Another important thrust in the development of the equal opportunity program is the assignment of full time equal opportunity staffs at all levels of command. Prior to 1970, there was no formal requirement for equal opportunity personnel in the field. In 1970, part-time equal opportunity personnel became mandatory. However, with experience, some commands made these positions full time through internal manpower realignments. By 1973, manpower was allocated for full-time equal opportunity personnel Air Force-wide. Also, in January 1973, equal opportunity became a career field, and in May 1973 a school to train equal opportunity specialists was opened at Lackland Air Force Base, Texas.

At base level, equal opportunity, as part of the Social Actions office, is placed directly under the commander. This placement characterizes the relationship of the equal opportunity function to command, i.e., the commander is really the

equal opportunity officer. The base equal opportunity officer/NCO team acts as staff specialists performing a variety of duties—for the commander. The base level equal opportunity effort strives for enhanced vertical/horizontal communication, and problem identification.

The communicative aspect addresses improved relations at the working level where racial tensions may be evident, and also enhances the flow of information to the commander on discrimination problems. Human relations councils, expanded Commander's Call formats, commander's hot lines, and action lines in base newspapers are among the techniques applied to broaden communication channels. These efforts are combined with renewed emphasis by the chain of command on problem solving. Identification of racial problems remains the primary function of the equal opportunity specialist. His role in assisting the commander in resolving these problems is a significant element in the pursuit of human goals.

It is inaccurate to assume that all vestiges of discriminatory influences have been totally eliminated from the Air Force, but it is true that it is more difficult now than ever before to practice discrimination and get away with it. It is also true that the Air Force is devoting a substantial amount of resources to achieving equal opportunity in all those systems and procedures which affect Air Force people. A significant landmark will be reached when equal opportunity and treatment become regarded not so much as a program or a standard, but as a continuing way of life. That goal—because of the Air Force Equal Opportunity Program—is closer to achievement today than ever before.

Race Relations Education

The need for race relations education was recognized in 1968 when racial tensions in both military and civilian life became evident. In early 1972, the Defense Race Relations Institute at Patrick Air Force Base, Florida, produced the first class of Service race relations instructors. Today, instructors are in place at all major bases and a mandatory program of race relations education is underway for all military personnel. The race relations education program is designed to raise the level of tolerance and understanding of Air Force people from different cultural and racial backgrounds.

The race relations education program has two main goals. The first goal is to increase the level of knowledge of Air Force personnel concerning minorities in our country. Secondly, it is hoped that with this increased knowledge, interpersonal relationships among Air Force personnel will be conducted in an atmosphere of mutual understanding and increased awareness by both majority and minority personnel. The two goals are aimed directly at increasing the ability of the Air Force to accomplish its mission.

In order to fully achieve these goals it is imperative that we also understand what race relations training is not. Race relations training is not sensitivity training. Also, race relations training is not a pacification effort aimed at minorities, nor an attempt at parceling out blame for mistakes past. Finally, race relations training is not the panacea that will guarantee harmonious relations at any particular location.

An effective race relations education program must be looked upon as an integral part of the local social actions program. In effect, without a firm command commitment to the overall goals of equal opportunity, race relations education can not be expected to significantly influence the racial climate of the base.

The Department of Defense, and the Air Force in particular, has been in the forefront in attempting to foster good race relations through education. A training effort of this magnitude on such a sensitive subject has never been tried before either inside or outside the military. Initially, some mistakes were made in the program, but we have learned from these mistakes. Our aim in this regard is to continually review the contents of the race relations education program in order to insure quality and timeliness in the material presented.

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Drug and Alcohol Abuse Control

The DoD Charter on Human Goals states that "Our Nation was founded on the principle that the individual has infinite dignity and worth. The Department of Defense, which exists to keep the Nation secure and at peace, must always be guided by this principle. . . ." The Air Force's "People" programs, of which Social Actions is a major part, fully support this philosophy.

With dwindling material resources and reduced force levels the command's job becomes increasingly more difficult. This particular set of circumstances demands increased productivity and efficiency from those he commands. In order to maintain a high state of mission effectiveness and readiness the emphasis on people will increase.

The Air Force drug and alcohol abuse control program is people-oriented. It consists of preventive education, identification, treatment and, hopefully, rehabilitation and return to productive duty of those in whom we have a valuable investment of training and experience. Separation and referral to the Veterans Administration or civilian agencies is available to those who will not or cannot be restored to full service. All elements of the program support the mission and Human Goals. They assist the commander in the maintenance of high personnel standards of performance and conduct. They reflect a concern for people.

With the commanders' support and emphasis the drug and alcohol abuse program will foster Human Goals and provide a valuable return.

Social Actions

The Air Force Social Actions Program is an organized effort to insure the achievement of Human Goals for Air Force people. It supports the recognition that the welfare of Air Force personnel is essential to their effectiveness in performing the Air Force mission—the defense of our great Nation.

Social Actions Program . . .

to insure the achievement of Human Goals

Air Force people do various jobs, regardless of race, color, creed, sex or religion. At far left, an airman works as a preservation and packaging specialist; above, a sergeant serves as a transportation dispatcher and at left, a medic helps a doctor take care of a patient.

1973 Freedoms Foundation Winners

Theme: Human Goals—Values for Living

MSGT. NUGENT E. GOLDEN, USAF
Kelly AFB, Tx.

The goals of human creatures are based on their values of life; therefore, these two basics of mankind are synonymous. I find it necessary to list them in reverse order, the order in which my life is patterned. I shall leave in the hyphen; not to separate these ideals but, to relate one to the other. My desire is: To live a "free," healthy, full and constructive life. I guide my family and, encourage my fellow-airmen to form a similar pattern for their lives. Thus, bridging the "gap" between mere tolerance and true acceptance of our heritage. In expression of my view of these two ideals, as a HUMAN CREATURE, I love my God (in Whom I place my trust), country (America), and my FREEDOM:

My values for living are	Therefore, my Human Goals are
1. My belief in a Supreme Being to trust and look to for Spiritual "food" and blessings.	1. To serve my God, in faith and love; all unto death.
2. The privilege and blessing of being born in freedom, in a country endowed with vast resources, radiant beauty and a government 'of and for' its citizens.	2. To keep perfect faith in my country, its government and our way of life and to serve in its defense with true PATRIOTISM (because I WANT to; not because I HAVE to).
3. My "right" to express my views and beliefs freely without fear of reprisal.	3. By my might and the will of GOD, help to maintain and preserve this 'right' and privilege.

As an AMERICAN, I wear many hats. That of a citizen, husband, father, military man and leader:

These Values for Living are	Therefore, my Human Goals are
1. Having a voice in the government of my beloved country and a course of action to take to assure quality leadership.	1. To protect my "right" to vote and remain vigilant; and respond if and when there is danger of this "right" being undermined.
2. To provide for my wife and children in a manner that protects their health and well-being, and to set an honorable example for them, by my life.	2. A character and reputation in which they may take pride and, to stimulate in them a true desire to be good citizens, rather than, blind, aimless followers.
3. The United States of America, "MY country!," our way of life (liberated and free).	3. To continue volunteer, honorable service with fidelity in its Military Arm. To guard against all threats to her and, of my own choosing, help in her defense if attacked; unto death.

Start now, fellow Americans! Set your own goals; based on your own set of values for living. If they are not equal to or better than mine . . . a change is in order. "Put roses in our future, and your own" . . . Are not there enough 'tares' in our past?

MAJ. ROBER

Maj. Thomas Gordon Storey re
commencement class in June of 19
the North Vietnamese.

During years of isolation and c
his words "these fabulous five"—
I believe these might have been so
to return to his homeland—our belo

Our faith to pray—To pray for st
to believe in answered prayer and
overcome human failings and to forg

The blessing of family ties. The s
The patience and dedication of a mot
of a son and a daughter. The inner
own family and being a part of God'

OUR

Having friends—Friends from childh
from work. Friends who help and wh
and the paperboy. The multitude of
municate our human needs for ourselve

OUR

Our future hopes, plans, desires for p
family, security for our children and th
to pursue our personal goals. The futu
nation.

OUR F

Yes, freedom to believe in justice, d
Freedom to think. Freedom to choose. Fr
to work. Freedom to discuss and freedo

Major Storey's "Fabulous Five" are a
in America's history. On what better
future generations?

The Freedoms Foundations 1973 letter writing contest theme was "Human Goals—Values for Living." The letter-writing activity is designed to recognize and draw public attention to constructive words and deeds which best support America, suggest solutions to basic problems, contribute to responsible citizenship and inspire love of Country.

Parallel awards for letters written on the subject of "Human Goals—Values for Living" were offered this year to members of the active Armed Forces and to Reserve forces including the National Guard and Reserve Officers Training Corps cadets.

T E. MILLER, ARNGUS
Galva, Ill.

eturned to speak to his hometown high school 1973 after more than six years as a prisoner of

captivity this man's values—his goals were in —Faith, Family, Friends, Future and Freedom. some of Major Storey's thoughts as he awaited eloved America.

FAITH

r strength to endure whatever life requires. Faith and strength from an Almighty God. Faith to forgive one's fellowman.

FAMILY

The strength, determination and love of a wife. a mother. The sacrifice of a father. The adoration inner "Fortress" of belonging and having your God's family.

OUR FRIENDS

childhood, from school, from within your church, nd who need help. The neighbor, doctor, pastor ude of daily incidents where lives touch to com- ourselves and for our offerings to others.

OUR FUTURE

res for personal achievement. Our jobs, education, n and their children. Our happiness and freedom The future of our community, our state and our

OUR FREEDOM

ustice, dignity, law and order and human rights. hoose. Freedom to elect. Freedom to pray. Freedom d freedom to act within the boundaries of just laws. e" are ageless and timeless. They fit any calendar t better foundation could we build the peace for

CDT. DAVID ROSE, MCJROTC
Jonesboro, Tn.

I am sixteen years old. Have you raised your eyebrows?

Relax! I've never set a fire, robbed a gas station, or used any form of narcotics. In fact, I don't personally know anyone who has.

But every year more than a million teenagers are in trouble with the police. People seem to enjoy reading such headlines as: "Teenagers arrested in riot;" "Youths rob, beat motorist;" and "School dismissed—bomb threat."

However, this involves only a small percentage of the total population. Last year, for example, more than 196 million people were **not** arrested; more than 49 million students did **not** riot or petition; and more than 9 million of our young men did **not** burn their draft cards.

What about these people—the 95 per cent of us who have set unlimited goals for ourselves? We're the ones who will be the scientists, the doctors, and the editors 10, 20, and 30 years from now. We're the ones who will be growing our nation's food, making its automobiles, and, if necessary, fighting its wars.

Our job is to stay on the right track until we reach maturity. It's hard at any time, but it's harder when headlines continually scream that young America has no sense of values.

The more that's said about delinquency, the more it seems to spread. I wonder if the process were reversed, and good behavior made the headlines, if good behavior would spread.

America has always been a land of high ideals. Examples should be published on the front pages of every newspaper in the country. A case in point "Seventeen people, though their lives were threatened, have signed the Declaration of Independence;" "Florence Nightingale treats wounded soldiers at battlesite;" "Nathan Hale regrets that he has but one life to lose for his country;" and "Helen Keller overcomes blindness and deafness through Braille."

I could go on—Jonas Salk, Patrick Henry, Albert Einstein, Martin Luther King, John F. Kennedy, and many like them achieved some degree of greatness. Successive generations of Americans have clearly demonstrated, often with their blood and lives, that they have placed high value on their ideals.

Now the trumpet summons my generation. Basically, we have the same needs as past generations. We need stricter law enforcement, more recreation centers, better schools, more qualified teachers, and good discipline. But no matter how much we need all of these, we need something else even more. We need the COMPASSION of Florence Nightingale, the LOYALTY of Nathan Hale, the HUMANITY of Albert Schweitzer, the DEDICATION of John F. Kennedy and Martin Luther King, and the DETERMINATION of Helen Keller.

Though these were ordinary people, each of them did something uncommon, and did it uncommonly well.

John F. Kennedy expressed the beliefs of my generation exactly when he said ". . . We shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe to assure the survival and the success of liberty."

ARMY EQUAL OPPORTUNITY PROGRAM

By
Brig. Gen. Marion C. Ross, USA
Director,
Human Resources Development

For many years, the Army had unlimited access to the manpower pool of this Nation. This allowed a certain amount of selectivity within the ranks and, too often, insufficient attention was paid to the needs and desires of the individual soldier. With the evolution of an All-Volunteer Army, it became apparent that old habits created in the luxury years required reevaluation. The reduced availability of manpower in a professional Army required more emphasis on the welfare of the man as an individual. As a result, more effort and imagination are being devoted to improving the quality of leadership, racial awareness, equal opportunity, drug abuse prevention and morale and welfare programs.

The Army's Office of Equal Opportunity Programs, predicated on the DoD "Human Goals" program, are dedicated to improving the race relations/equal opportunity environment in the Army and recognizing that enlightened leadership, communication and understanding are the building blocks for this improved environment.

The Army has made some dramatic strides forward in its efforts for the equal treatment of all soldiers, and the Army can be justifiably proud of that achievement. By Presidential Executive Order #9981, in 1948, the Army moved to an announced policy of total integration. Integration of black and white forces was done because segregation represented a waste of manpower and because it was the right thing to do.

Integration has worked and minorities and women have served in the Army with distinction and with honor, and have contributed significantly to the many achievements made by the Army, particularly when minorities and women have been given the chance to contribute.

There are, however, some deficiencies in the RR/EO area.

—Commander or manager involvement is inconsistent.

—Implementation of the Racial Awareness Program (RAP) is emphasized in some organizations and given lip service in others.

—Housing referral officers are sometimes lax in both finding and taking action against owners of off-post housing who discriminate.

—There appears to be a tendency in many RR/EO staffs to "stovepipe" from one RR/EO staff to another, out of command channels.

—Many commanders and managers staff RR/EO offices with mostly blacks with the idea of solving what is thought to be black problems with all blacks.

—There is often overreaction to polarization.

—RR/EO staff personnel often get involved in investigations.

There are methods to improve on these deficiencies:

—Involvement.—It is imperative that every commander or manager assume there are actual or at least potential problems in their organization, and act accordingly.

—Training.—The RAP program is the very cornerstone of the race relations education program. Seminars are best conducted in small groups over a period of time to create a continuing racial awareness. Seminar sessions of three-hour increments are necessary because it takes some time to break the ice and get a meaningful exchange between the participants.

—Housing referral.—Definite procedures have to be established which insure that incoming personnel process through the housing referral offices before entering into off-post housing arrangements. It is especially important to develop an aggressive housing referral program in areas where a local housing shortage makes the problem more acute for minority families.

—Stovepiping.—RR/EO is a command or manager responsibility. Race relations staff personnel are not political commissars, as some think, reporting directly to "Mecca". They are merely staff officers reporting to their commanders or managers, who issue guidance; who set the policies; and who are responsible for the racial harmony and equal opportunity within the organization. Command or line channels must be continually emphasized. Because this is a command program, it becomes imperative that commanders get personally involved.

—Staffing with Blacks.—There has been a tendency to fill all RR/EO staff

positions with black personnel. A disproportionate number of blacks creates the image of a black pacification program—which it is not, disrupts balance, reinforces misconceptions of a black "giveaway" program, and creates an under-representation of blacks in essential positions elsewhere.

—Polarization.—The answer to why groups polarize and what guides their subsequent behavior is very complex. The Army has contracted through the Army Research Institute for a study to determine what sociological and psychological conditions create the tendency toward racial confrontation and racial polarization in the Army. The study should yield methods and techniques that aid assimilation and racial harmony.

—Investigations.—It is not the job of the RR/EO officer to conduct investigations of alleged discriminatory practices. He is not normally qualified and other resources are available for such investigations—the Inspector General, Provost Marshal, Criminal Investigation Command, etc., depending on the circumstance. The RR/EO staff officer may assist the investigative agency and should monitor such an investigation in order to keep the commander or manager informed from his staff standpoint. His job, however, is to assist, not prosecute. The RR/EO office should be program-oriented; not complaint-oriented. Positive actions should be taking place to prevent complaints.

Today, with the movement toward a more professional and modern Army, the Army faces a challenge and at the same time has an opportunity to perform a service of great value to the Nation. This is to make the Army a model of equal opportunity and good race relations. The goal is to promote racial awareness and harmony among all its members, ensuring that every soldier and civilian is provided an equal opportunity to rise on his own merit and effort, regardless of race, religion, sex or national origin.

There is an awareness of racial and social issues existing in the Army today as never before—from the private on the line to the offices of the Secretary of the Army. Progress is reflected in substantial upward mobility indicators in the areas of promotion, assignment and hard-skill content. Commanders now have sanction authority against those who discriminate in housing and against discriminatory "private associations". More importantly, commanders now have the necessary backing from the highest offices in the Pentagon.

One of the reasons why there still are racial problems is that the Army did not integrate its forces. What it did was to desegregate its forces. Integration carries with it a cultural and social interaction. The Army has yet to do this.

The goal of the Army is to promote racial awareness and harmony among all its members, ensuring that everyone is provided an equal opportunity to rise on his own merit and effort.

Racial discrimination, opportunity inequities, and perception discrepancies have created dissatisfaction and racial discord among a significant number of individuals in the Army. This dissatisfaction affects morale and job performance and must be resolved.

The Army recognizes and accepts that racial tension exists in every Army organization to some degree, just as it does in society. The difference, however, is the critical nature of the Army's mission and debilitating impact of racial discord on an Army element's effectiveness. The challenge then is to find ways to reduce racial tension while not sacrificing discipline and teamwork. Army experience in the last three years has demonstrated that race relations problems are so multi-faceted and so critical that they require a massive assault employing all of the Army's traditional resources as well as all the innovation and ingenuity it can apply.

The Army is accustomed to developing solutions to complex problems by staff analysis and command action and has accepted the challenge of solving RR/EO issues using traditional means of problem resolution.

There are several major areas of concern which must be addressed if Army race relations and equal opportunity objectives are to be achieved. Foremost are the inconsistencies within the chain of command in the degree of personal commitment and involvement in race relations and equal opportunity matters; this condition applies in all military and civilian grades.

Within the chain, there are those who do not understand the nature or the seriousness of the Army's problem; there are those who do not believe that a minority soldier has a discrimination problem in the Army; and there are those who are out-and-out bigots. Therefore, it is not enough to have strong policy and personal commitment at the top. If the Army is to solve its RR/EO problem, it must devise ways to inculcate in the leaders the resolve and commitment to problem resolution.

The correction of leadership deficiencies represents the primary hurdle in coming to grips with the Army's highly complex RR/EO problem. Two additional major obstacles to an improved racial environment in the Army are perceived discrepancies and faulty communications across racial lines. Distorted and inaccurate perceptions tend to impair meaningful communication.

Leaders must recognize and appreciate the value of race relations training for reducing tension in their organizations and throughout the Army, and must give this training commensurate priority among those other numerous mission-essential requirements. Personal participation in this training by the commander is most important, and it is essential that training in cultural differences and ethnic sensitivities be provided to all individuals in leadership and staff positions. Each individual must be taught to understand, accept, and respect those cultural dif-

ferences which do exist. Understanding, appreciation, and mutual respect—even though agreement on specific issues is not achieved—improve communications.

Making the Army a model of equal opportunity and harmonious race relations, can render a service of immense importance to the Army and to the country. Many authorities believe, with justification, that there is no other institutionalized arrangement which can produce the kind of change in race relations needed to correct this critical national problem. The call has sounded; the challenge is visible; and the opportunity to perform a service of great value to the Nation is there. The Army has a platform of achievement to build upon. The consequences of failing to heed this call for positive action are clearly unacceptable.

The Army will make clear to its leaders that the maintenance of racial harmony in the Army is just as important as the maintenance of those items which permit it to move, to shoot and to communicate. It cannot be content to react to changes in society.

A soldier or Department of Army civilian member of a minority group seeks the same things from the Army as anyone else—the best training, the best leadership, the best discipline, and opportunities to make full use of his abilities for the Army's and his own betterment.

He wants to be respected and accepted for his individual worth. He wants his fair share of promotions, desirable assignments, educational and training opportunities, awards and decorations. If he gets into trouble, he expects that the punishment will be determined by his offense, not by the color of his skin.

The key to bringing people together in harmony is understanding; understanding grows out of communication. If blacks and whites fail to try to understand and communicate with each other, nothing will be accomplished.

The Army is attuned to this problem because harmonious race relations are an absolute necessity for mission accomplishment. Since the Army is one of the largest employers of people of all types and backgrounds, it therefore must be particularly sensitive to the problems of race relations. Its efforts in this field have intensified during the past several years, and will continue until the goal of equal opportunity and treatment for all is a complete reality.

Army Private First Class Marty Womack serves as an electrocardiogram (EKG) technician at Walter Reed Army Medical Center, Washington, D.C. PFC Womack is operating a three-channel computer machine that gives instantaneous evaluation of the test being conducted.

Army Strives for a Military Career with Dignity and Worth

The Personnel Services Division, Human Resources Development Directorate, Office of the Deputy Chief of Staff, Personnel (ODCSPER), strives to increase the attractiveness of a military career by adhering to the principles of individual dignity and worth. As behooves personnel managers, each functional area of interest respects the Service member as a person and recognizes his needs, aspirations, and capabilities.

a. Military Compensation and Entitlements

—Individual worth
—Increase career attractiveness
—Individual needs
—Pride in work
—Atrracting soldiers with ability, dedication, and capacity for growth
—Compensation free of discrimination
—Contribution to improvement of society

b. Per Diem, Travel and Transportation Allowances and Entitlements

—Recognizing individual needs
—Equal opportunity for all
—Help in adjustment to civilian life

c. Permanent Change of Station and Temporary Duty Policies

—Keeping the Nation secure
—Respect for Serviceman
—Well trained force
—Attracting people to military service
—Opportunity to rise to levels of responsibility
—Equal opportunity for all
—Help in adjustment to civilian life
—Utilization of human resources

d. Leave, Pass, and R&R Policy

—Recognizing individual needs
—Attracting people to military service
—Equal opportunity for all
—Utilization of human resources

e. Official and Unofficial Travel Policies

—Individual needs
—Keeping the Nation secure
—Attracting people to military service
—Equal opportunity for all
—Help in adjustment to civilian life
—Utilization of human resources

f. Awards, Medals of Honor, Decorations

—Dignity and individual worth
—Respect for Serviceman
—Recognizing capabilities
—Well trained force
—Pride in work, self, uniform, and military profession
—Equal opportunity for all

g. Uniforms, Accouterments, Insignia, Badges

—Pride in self, work, uniform, and military profession
—Attracting people to military service
—Well trained force

h. Supplemental Uniform Allowances, and Army Uniform Board

—Recognizing individual needs
—Respect for Serviceman
—Pride in self, work, uniform, and military profession
—Attracting people to military service
—Equal opportunity for all

i. Personal Appearance

—Respect for Serviceman
—Individual dignity
—Pride in self, uniform, and military profession
—Equal opportunity for all

j. Army Community Service

—Recognizing individual needs
—Attracting people to military service
—Pride in military profession
—Equal opportunity for all
—Help in adjustment to civilian life
—Contribute to improvement of society

k. Bachelor Housing, Assignment Policy

—Keeping the Nation secure
—Individual dignity
—Recognizing individual needs
—Attracting people to military service
—Respect for Serviceman
—Well trained force
—Equal opportunity for all
—Utilization of human resources

l. Family Housing Assignment and Referral Policy

—Respect for Serviceman
—Recognizing individual needs
—Attractiveness of military career
—Equal opportunity for all

While the DoD Human Goals provide the broad framework for the Services, personnel managers have historically indorsed these goals as operating policies. Since the Human Goals and division operations both strive to attain the same purpose, they are not only compatible in intent, but also in content. In every action, policy decision, and recommendation, each action officer insures that the individual soldier receives paramount consideration.

EDUCATION—

Army's Key to Support Of DoD Human Goals

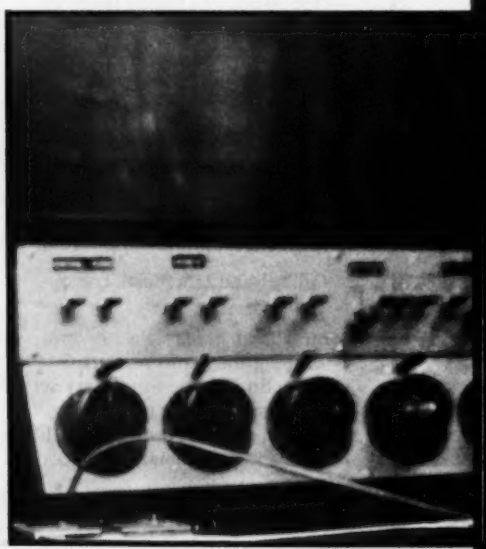
The functions of leadership and general educational development relate to and support directly the Department of Defense Human Goal "to provide opportunity for everyone to rise to as high a level of responsibility as his talent and diligence will take him."

The Army Education Services Plan, dated November 5, 1973, within the function of general educational development, provides specific guidance for the development of education programs at every Army installation. Significant plan objectives and requirements which require command support and commitment include:

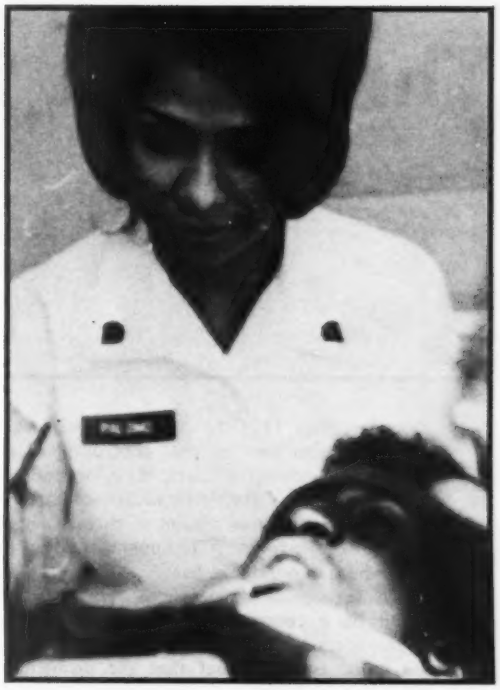
- A minimum Army goal to provide every soldier during his tour of duty with his first unit of assignment following AIT an opportunity to participate in education programs designed to attain high school equivalency if he is not a high school graduate or vocational, technical, or collegiate training/education if he is a high school graduate. Some nonhigh school graduates may participate in vocational/technical training in lieu of high school education programs if they do not have the ability or desire to achieve high school equivalency.
- A provision that every soldier receive individual educational counseling in his first unit of assignment to assist him in determining his short and long range personal improvement goals, and to assure that he knows about the educational programs available to assist him in meeting those goals.
- Emphasis on expanding vocational and technical training opportunities in order to improve each soldier's proficiency in the Army while at the same time meeting his need for personal growth and knowledge.
- The requirement that each installation commander produce an installation Education Services Plan which sets forth the educational opportunities available to all personnel on the installation. On duty education programs set forth in the plan must be programmed to insure they are in consonance with unit training schedules.

The Motivational Development Program, within the function of leadership, is an experimental endeavor to evaluate leadership and management techniques to improve an organization's effectiveness by increasing the motivation, morale, esprit and teamwork of personnel at all levels. The objectives of the techniques being evaluated are to:

- Strengthen the chain of command through decentralized decision-making and open channels of communication.
- Develop improved leadership abilities in junior officers and noncommissioned officers (NCOs).
- Develop job and career satisfaction designed to retain quality personnel.
- Train leaders to conduct meaningful individual counseling.
- Improve unit effectiveness.



WAC Provides Job Opportunity For All Women



Jobs for women in the Army have come a long way since the "stereotyped" clerk (lower right). Equal opportunity in the Women's Army Corps has enabled women to become military police (left), a disc jockey at an Armed Forces radio station (below) or a dental hygienist (right). There are now 434 Military Occupational Specialties open to women and they can participate in all but 48 combat-related jobs.

Three Basic Policies

. . . Govern the Army's Alcohol

Since early 1971 the Army has been engaged in an effort to prevent and control alcohol and drug abuse among soldiers, their dependents and Department of the Army civilians. During this period the Army proved the validity of three basic policy decisions, made in June 1971, upon which the alcohol and drug abuse program is based.

The first of these decisions was that the program would be a command program, administered by the commanders who are responsible for it. This decision was based on the belief that the problem of alcohol and other drug abuse is far more than a medical problem. It is a problem of many facets and in order to focus all the resources of the Army on it, it must be kept in command channels.

The second basic decision was to have a decentralized program and attempt to achieve alcohol and drug abuse prevention and rehabilitation at a local level. This decision was based both on the understanding that drug abuse must be dealt with where it occurs within the military community and on a belief that the most important rehabilitation objective was to return men to duty. To accomplish the latter it was felt that rehabilitation should be conducted near the individual's place of duty and in coordination with his immediate supervisor.

The third basic decision was that the program would include alcohol with the other drugs and thus the Army would have a combined rather than two separate drug programs. Not only has this enhanced credibility because commanders can talk about abuse of legal as well as illegal drugs, but recent surveys have shown that the Army is dealing with the same vulnerable group of individuals for the abuse of both alcohol and the other drugs.

Program Concept

The concept of the Army program can be viewed functionally as including prevention, identification, detoxification and initial treatment, rehabilitation, evaluation and research.

Prevention

Prevention includes efforts in education, law enforcement and community action. Educational features of the program are directed toward the individual, the commander or supervisor, the physician, and the military community. A comprehensive education program is aimed at alerting people to the dangers of alcohol and drug abuse and helping them understand the complexity of the problem and their role in assisting in the solution to the problem.

The Army's program includes a vigorous law enforcement effort, particularly against the pushers of illegal drugs. Because alcohol is legal, law enforcement is not as intimately related to the prevention aspects of the alcohol program as it is with the prevention of the abuse of illegal drugs. However, police responsibilities in the areas of safe driving and public order do have a relationship to the prevention of alcohol abuse.

The third major emphasis of the prevention effort is community action, which consists of the programs underway throughout the Army to improve the environment in which soldiers live and work, and to emphasize the dignity of the individual soldier within this environment. An effective effort demands the interest and commitment of the resources of the entire military community.

Identification

Identification of drug abusers is often accomplished by apprehension of offenders, observation by commanders or others, and by biochemical urine testing; all means of identification are followed by a clinical evaluation by a physician. But the preferable method is to encourage drug abusers to seek assistance under the exemption policy, which guarantees the volunteer that he will not be prosecuted under the Uniform Code of Military Justice for his past individual use or incidental possession of drugs. Also, the exemptee is assured that if he is unable to "kick the habit" and his continuing drug abuse leads to his administrative separation, he will not be discharged under less than honorable conditions solely as a result of that drug involvement.

The Army encourages the alcohol abuser to seek help for his problem (voluntary identification). Recognizing that most often he will not do so, the program places the responsibility for identification on that individual who has the power to force the issue—the

commander or supervisor (involuntary identification). Medical personnel may be the first to suspect an alcohol problem. Finally, chaplains, military police, military lawyers, and other personnel who work with personnel problems can help identify the alcohol abuser. Once identified, the alcohol abuser should be referred to the installation program facility for evaluation and appropriate treatment.

Detoxification and Treatment

All those identified, by whatever means, are afforded the opportunity for detoxification and other necessary medical treatment, to include an evaluation of the psychological as well as the physical aspects of the case. Inpatient treatment, however, is limited to the minimum essential period in order to provide the drug abuser with the maximum opportunity for further rehabilitation in the environment in which he must learn to cope with his problems without the use of drugs.

Rehabilitation

Efforts to identify and detoxify the alcohol and other drug abuser are wasted unless they are a part of a comprehensive rehabilitation program. The objective in rehabilitation is to restore the Serviceman to full and effective duty; or in the case of the separatee, to insure continuity of the rehabilitation effort by phasing him into a Veterans Administration facility prior to his discharge from the service.

If after a real effort at rehabilitation (normally 60 days) an individual gives no significant evidence of becoming a fully productive soldier, he is discharged through a VA hospital.

The key to rehabilitation is appropriate support for the individual in the community in which he must function, drawing on all available activities and resources in assisting him to make the necessary adjustments. Rehabilitation, as with prevention and identification, must be a command program, and responsibility for it cannot be delegated to any one of the many specialists who have a part in it. The rehabilitation phase of the program is more lengthy than identification or detoxification; it involves the abuser, the physician, various rehabilitation specialists, the commander or supervisor, and the family.

Army Doctor (Captain) Ronald Ersay of the Fort McClellan, Alabama, Inscape House talks about the Army Alcohol and Drug Abuse Program with a former drug abuser.

Evaluation and Research

To monitor and evaluate the program, an extensive series of reports is used in addition to a traveling assistance team from the Offices of the Deputy Chief of Staff for Personnel and The Surgeon General. The mission of the assistance team is to provide on-site assistance to local program personnel, to convey lessons learned from other installations, to monitor compliance with the overall Army program, and to evaluate the local operations.

A comprehensive research program is underway in both the medical and behavioral sciences in an effort to understand the complexities of the alcohol and other drug abuse problem, to discover new techniques, and to evaluate systematically the effectiveness of alternative procedures.

Program Success

Since early 1971 the Army has mobilized its energy and resources to combat the complex problems of alcohol and drug abuse. Those abusing alcohol and drugs are being identified earlier, and they are getting better treatment. The proportion of identified drug abusers returned to useful service has exceeded even the most optimistic expectations. A new awareness of the serious problems presented by the abuse of alcohol and drugs has been created.

The Army has not solved its problem regarding the abuse of alcohol and other drugs but significant progress has been made.

DEPARTMENT OF DEFENSE

HUMAN GOALS

Our nation was founded on the principle that the individual has infinite dignity and worth. The Department of Defense, which exists to keep the Nation secure and at peace, must always be guided by this principle. In all that we do, we must show respect for the serviceman, the servicewoman and the civilian employee, recognizing their individual needs, aspirations and capabilities.

The defense of the Nation requires a well-trained force, military and civilian, regular and reserve. To provide such a force we must increase the attractiveness of a career in Defense so that the service member and the civilian employee will feel the highest pride in themselves and their work, in the uniform and the military profession.

THE ATTAINMENT OF THESE GOALS REQUIRES THAT WE STRIVE ...

To attract to the defense service people with ability, dedication, and capacity for growth;

To provide opportunity for every one, military and civilian, to rise to as high a level of responsibility as possible, dependent only on individual talent and diligence;

To make military and civilian service in the Department of Defense a model of equal opportunity for all regardless of race, sex, creed or national origin, and to hold those who do business with the Department to full compliance with the policy of equal employment opportunity;

To help each service member in leaving the service to readjust to civilian life; and

To contribute to the improvement of our society, including its disadvantaged members, by greater utilization of our human and physical resources while maintaining full effectiveness in the performance of our primary mission.

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